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ABSTRACT

The purpose of this report is to provide information about the effectiveness of the Southeast Alternatives program. Major findings indicate that decentralization of the governance in the program has been accomplished through the establishment of representative advisory/governance groups; these groups have brought more, and different, people closer to the governance procedure in Southeast schools; the groups have included a variety of roles and organizational patterns; and these groups generally have not remained static. Groups that serve individual schools spend a majority of their time dealing with school-specific issues. More of this time is spent in planning programs and developing procedures for implementing those programs than is spent on budget and personnel issues. (Appendix B may reproduce poorly.) (Author/DN)

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STUDY OF PARTICIPATION IN GOVERNANCE BY REPRESENTATIVE GROUPS IN SOUTHEAST ALTERNATIVES

June 3, 1974

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This is a SEA Level I evaluation report, prepared as part of the project-wide evaluation effort. Contact Don Rawitsch, evaluator, for further information.

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BACKGROUND INFORMATION ON SOUTHEAST ALTERNATIVES

December, 1973

The Experimental Schools Program (ESP), a plan testing comprehensive change in education, was initiated in 1971 with the intent to bridge the gap from research and experimentation to practice.

The experimental schools concept became a reality when Congress appropriated $12 million for the fiscal year 1971 following President Nixon's message on education reform, March 30, 1970. The program was first sponsored by the United States Office of Education and now is directed by the National Institute of Education (NIE).

The Minneapolis Public School District was one of eight school districts throughout the nation that received $10,000 planning grants to prepare a proposal for a single comprehensive K-12 project. In May, 1971 three of the eight districts, Minneapolis Public Schools, Berkeley Unified School District of Berkeley, California and Franklin Pierce School District of Tacoma, Washington, were selected as experimental school sites. There are 18 experimental school sites as of 1973.

Southeast Alternatives, the name given to the Minneapolis Public Schools' Experimental School Project, was funded for five years. On June 1, 1971, a 27-month operation grant of $3,580,877 was made to the school district. A final 33-month contract for $3,036,722 was approved by the National Institute of Education (NIE) on May 22, 1973.

Major factors in the selection of southeast Minneapolis as the site for the Minneapolis program were its commitment to a comprehensive proposal, past record of responsible innovation, and plan for providing parent choice of alternative schools. The 2,200 K-12 students in the project include a racially and economically diverse urban population. Southeast Minneapolis,

bounded by factories, flour mills, freeways, multiple dwellings, residential neighborhoods, shopping areas and railroads, also houses the main campus of the University of Minnesota, Minneapolis. Stately old homes, low income apartments and expensive condominiums are all located in the area. This mixture of ages, occupations, interests, and life styles supports a diversity of views about the nature of public education which the five SEA alternative schools of parent choice reflect.

The central theme of Southeast Alternatives is to provide comprehensive change in the educational structure and programs for the better education of children. The change is accomplished by offering choices to students, teachers, and parents in the types of educational programs available, involving students, faculty and parents in educational decision-making processes and decentralizing the administrative structure of the school district to local schools.

At the elementary level four major alternative school programs are offered:

The Contemporary School at Tuttle utilizes the graded, primarily self-contained classroom structure. The basic skills of mathematics and language are developed through an individualized multi-text, multi-media approach. Students flow between their base rooms and a variety of learning centers to participate in learning activities throughout the entire school day.

The Continuous Progress primary at Pratt and the Continuous Progress intermediate at Motley allow each child to advance at his own pace without regard to grade level. Mornings are highly structured with language arts, math and social studies. Afternoons are used for two week interest groups designed and implemented by students, faculty and staff, parents and volunteers.

The Open School at Marcy offers flexible curriculum, scheduling and age grouping, with emphasis on helping children to learn to think, and to learn to make independent judgments.

The Free School (K-12) has curriculum flexibility allowing the student to pursue areas he or she wishes to develop and experience with emphasis on making the curriculum relevant to present day issues and on enhancing students' skills, knowledge and inner autonomy for acting as free people in an environment of rapid, almost radical change. The Free School is particularly committed to recognize and oppose racist, sexist and class oppression in today's world.

At the secondary level the Free School program option is available as well as the flexible Marshall-University High School array of courses and activities. At Marshall-University High School each student with his parents' consent designs his or her educational program within a trimester system of twelve week courses. In addition to single discipline courses there are multi-disciplinary courses, independent study opportunities, and a variety of off-campus learning programs in the community.

The transitional program for grades 7-8 at Marshall-University High School has been revised to offer choices to students coming from the elementary options. An ungraded Open Classroom and graded classes are available as well as A.L.E., the Adjusted Learning Environment for students with special needs. Teachers work in teams to offer a flexible program to meet the needs of students in the transitional years.

A Teacher Center has been established to provide teachers with an opportunity to receive substantial inservice training as well as to provide an avenue for preservice experiences. An Inservice Committee made up of teachers from the schools receives proposals and acts on them, thus providing a direct role for teachers in the staff development activities. The University of Minnesota and Minneapolis Public Schools jointly operate the Teacher Center which was first initiated with federal SEA funds.

Evaluation of the SEA project is both internal and external. The Level I internal evaluation team provides day-to-day responsive formative evaluation to program decision-makers including parents, administrators, faculty, staff and students.

The Level II Evaluation team is organized by the ARIES Corporation. This external team is known as the Minneapolis Evaluation Team (MET) and is accountable directly to N.I.E. The purpose of external evaluation is to independently collect information of a sumative nature about SEA which will be of use to practicing educators who are in the process of designing, implementing or operating programs to improve education.

BACKGROUND AND PROCEDURES OF THE STUDY

In the fall of 1973, the SEA Management Team*, recognizing that the decentralization of the governance process was one of the major thrusts of the Southeast Alternatives program, requested that the SEA Internal Evaluation Team carry out studies to determine to what extent this kind of decentralization was being realized. The Evaluation Team contended that an examination of the total governance picture in SEA would make use of a number of studies that the Team had carried out or was currently working on. The Team agreed to produce a summary report using these various sources during the summer of 1974.

However, one important aspect of governance in SEA that hadn't received much attention by the Evaluation Team was the various advisory/governance representative bodies that had been created to serve each school's program and the SEA program as a whole. In November, 1973 the Management Team approved a plan from the Evaluation Team to carry out a study of the participation in governance by these representative groups. This report contains the findings from that study.

The groups to be covered in the study are as follows:

Group's Name	Affiliation
Marcy Open School Council	Marcy Open School
Pratt/Motley Coordinating Committee	Pratt/Motley Continuous Progress Schools
Tuttle PTA Board	Tuttle Contemporary School
Free School Governing Board	Southeast Free School
Marshall-University High School Principal's Advisory Council	Marshall-University High School
Southeast Community Educational Council	Southeast Alternatives Area

*A decision making group in Southeast Alternatives consisting of the SEA director, principals of the SEA schools, and managers of major K-12 programs.

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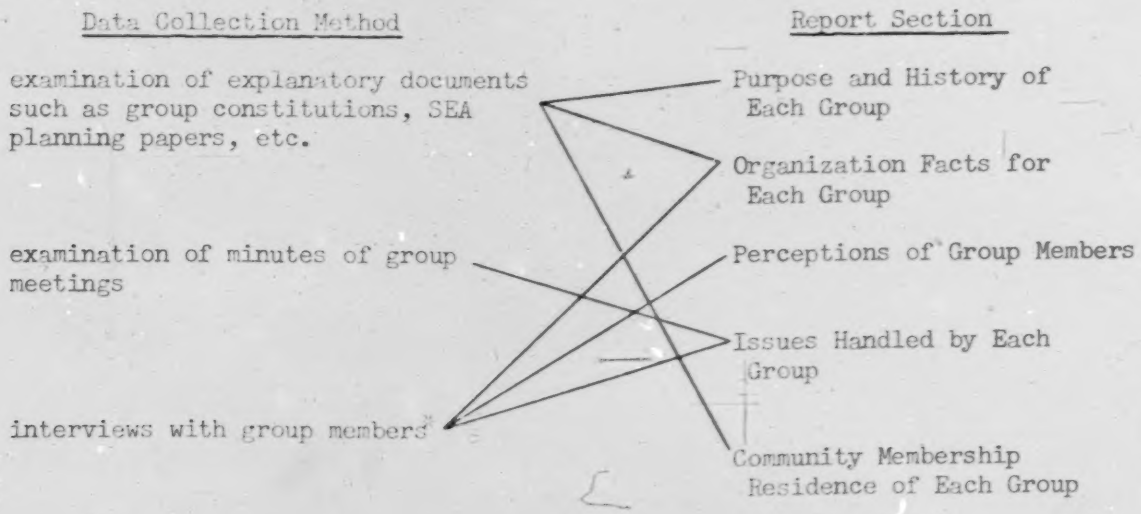
Each of these groups consists of faculty, parent, and in some cases student representatives, plus an administor, and each group plays some kind of role in the decision-making process of its own organization.

The major concepts used in this study should be made clear. Governance is taken to mean the making of decisions that directly affect the fate of other people. Governance is seen as a process which involves more than simply the final decision being declared. No person makes decisions in a vacuum. Everyone is affected by the actions and viewpoints of others when making decisions, especially the actions and viewpoints of those to be affected by the decisions. Thus, decentralization of governance is taken to mean procedures being established to allow more and different kinds of people to formally participate in influencing the decisions that will affect them being made by others, as well as in actually making decisions themselves.

The data for the various sections of the report were collected through interviewing and examination of written materials as shown below:


Data Collection Method
Report Section
examination of explanatory documents such as group constitutions, SEA planning papers, etc.
examination of minutes of group meetings
interviews with group members*
Purpose and History of Each Group
Organization Facts for Each Group
Perceptions of Group Members
Issues Handled by Each Group
Community Membership Residence of Each Group

*A list of interview questions used is found in Appendix A.

Some exceptions to this format are as follows:

1) Free School Governing Board - No interviews were conducted because the school's internal evaluator was conducting a separate round of interviews with Governing Board members dealing with different issues as part of the school's own evaluation plan.

No minutes were examined because the Governing Board has in the past kept no formal minutes; thus, the data on "issues handled by the group" was taken from the interview notes of the internal evaluator at the Free School.

2) Pratt/Motley Coordinating Committee - The notes of the external evaluators at Pratt and Motley on Coordinating Committee meetings were used to obtain data on "issues handled by the group" because the Committee keeps no formal minutes.

3) Marshall-U High School Principal's Advisory Council - Interviews with Council members were not carried out because the Council had not been active long enough at the time of this writing for members to have had time to make their own judgments about the group. Also for this reason, no attempt was made to examine the issues handled by the Council. An interview with the Marshall-U principal and with a Council member who had also served on the Council's predecessor body produced needed information on the group's history and organization.

DECISION MAKER'S GUIDE TO USING THE INFORMATION IN THIS REPORT

The primary purpose of this report is to provide useful information for people who will be participating in making a judgments about the Southeast Alternatives program. All judgments are made through a process similar to the following:

Given: We must make a judgment.

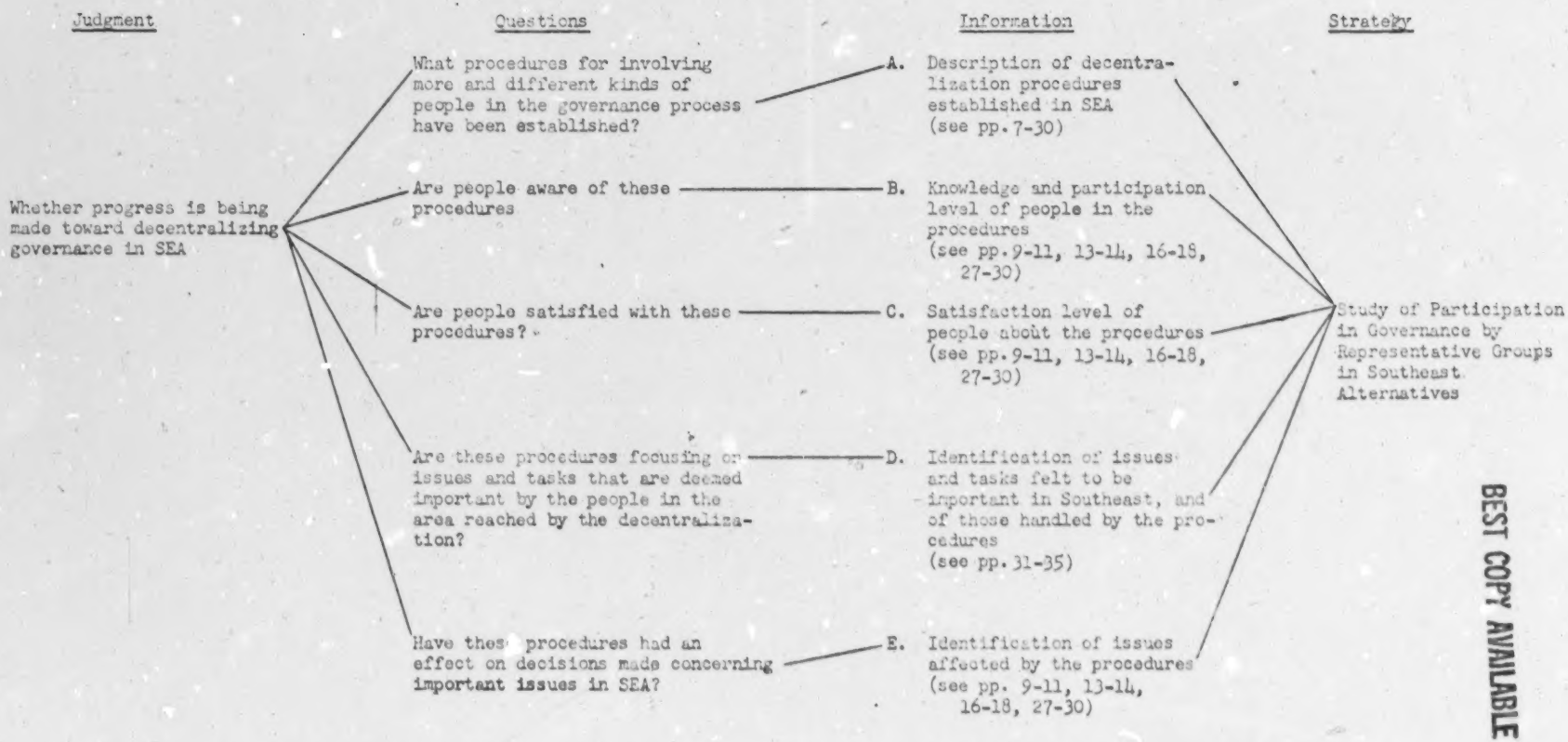
To make this judgment, we need the answers to certain questions.

To get the answers to these questions, we need certain information.

To get this information, we need "data" gathering strategies.

The chart on the following page shows how the Study of Participation in Governance by Representative Groups in Southeast Alternatives, used as a strategy, produced the information contained in this report, which helps answer certain questions pertinent to making a judgment about the Southeast Alternatives program.

It is the evaluator's opinion that although this study contains examples of all five kinds of information listed on the chart, the most valuable information in the study is of type "A" and "D" as shown on the chart. Also, it should not be assumed that the groups described in this report constitute the only decentralization procedures developed in Southeast Alternatives. For example, the UM/MPS Teacher Center is another example of a vehicle for getting more and different kinds of people involved in making decisions about staff development funds. The chart lists some other strategies in addition to this study which would produce information pertinent to the judgment about SEA's progress towards decentralizing the governance process.


Judgment
Questions
Information
Strategy
Whether progress is being made toward decentralizing governance in SEA
What procedures for involving more and different kinds of people in the governance process have been established?
A. Description of decentralization procedures established in SEA (see pp. 7-30)
Are people aware of these procedures
B. Knowledge and participation level of people in the procedures (see pp. 9-11, 13-14, 16-18, 27-30)
Are people satisfied with these procedures?
C. Satisfaction level of people about the procedures (see pp. 9-11, 13-14, 16-18, 27-30)
Are these procedures focusing on issues and tasks that are deemed important by the people in the area reached by the decentralization?
D. Identification of issues and tasks felt to be important in Southeast, and of those handled by the procedures (see pp. 31-35)
Have these procedures had an effect on decisions made concerning important issues in SEA?
E. Identification of issues affected by the procedures (see pp. 9-11, 13-14, 16-18, 27-30)
Study of Participation in Governance by Representative Groups in Southeast Alternatives

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Other Strategies for Obtaining the Above Information:

* Evaluation of the UM/MPS Teacher Center (A, B, C, D, E)
* Parent Surveys (B, C)
* Staff Surveys (B, C)

Documentation of Decisions Recently Designated by the Minneapolis Public Schools Administration To Be Made at the Area and School Building Level (A, D)

* = Carried out by the SEA Internal Evaluation Team during 1973-74

CONCLUSIONS

The following conclusions are based on the data presented in this report. Because most of the data is of a subjective nature, readers are strongly urged to study it on their own and draw their own conclusions.

Conclusions 1, 3 and 4 are based on data in the "Documentation" section of the report.

Conclusion 2 is based on the data in the "Documentation" and "Comparison of Community Membership Residence" sections of the report.

Conclusions 5, 6, and 7 are based on the "Comparison of Issues Handled" section of the report.

1) Mechanisms for the decentralization of governance have been established in Southeast Alternatives; among the most important of these are the representative advisory/governance groups in the project.

2) These groups have brought more, and to some extent different kinds of people closer to the governance procedure in Southeast schools than was true before SEA began.

3) A variety exists in the roles and organization of these groups, reflective of the variety in the alternative educational programs in SEA which these groups serve.

4) These groups generally do not remain static, but rather change their roles and organization to meet the demands of the programs they serve.

5) Groups which serve individual schools spend a majority of their time dealing with school-specific issues, but some time is also spent dealing with SEA-wide issues that affect all the schools.

6) The groups spend most of their time on planning programs and developing procedures for implementing those programs, and less time on budget and personnel issues.

7) In general, the groups have not placed great emphasis on the governance charges laid out for their respective programs in the 1971-76 SEA Comprehensive Plan.

DOCUMENTATION: THE PURPOSE, HISTORY, AND ORGANIZATION OF EACH GROUP WITH PERCEPTIONS FROM SOME OF ITS MEMBERS

MARCY OPEN SCHOOL COUNCIL

Purpose: The Council is a representative group of persons consisting of elected members from the various groups involved in Marcy School. Its primary purpose is to involve all these groups in the planning, decision-making, and implementation of the Philosophy and Goals of Marcy Open School.

History: Prior to SEA, Marcy School had a PTA organization for communicating information between school and home. During the first year of SEA the Marcy administration consisted of a principal, intern principal, and a curriculum coordinator. The administration was committed to the concept of decentralizing decision-making to include not only staff members, but parents as well. Important questions centering on program development were presented to staff for their consideration and a model of faculty involvement began to develop.

In the early fall of 1971 Marcy held open meetings of community, staff, and administration to develop proposals for a governance council. From these meetings came a Provisional Steering Committee on Governance which investigated the varieties of school governance bodies then functioning in or near Southeast.

By a close vote in late 1971, the Marcy community chose to establish an advisory, rather than a policy-making governance council. Elections were held from among students, parents, teachers, and aides. In January, 1972 the new Marcy Advisory Council began operation. It was the purpose of the Council to assist in providing direction for the Marcy program, and almost immediately it received two important responsibilities, those of developing the budget for the program and for recommending selection of new staff members.

In May, 1972 new elections were held and by the following fall, the Council was conducting its own investigation of external testing at Marcy and setting up a special committee to evaluate recordkeeping, the "family" grouping system, and the interest centers in the school.

During the 1973-74 school year, the Council began an evolution away from serving merely an advisory role to the Marcy administration. Although the principal still has the legal responsibility for decision-making at the school, he has worked himself into a comfortable position as an ex-officio Council member and most decisions are made by consensus of the Council members. It was found that students did not have the patience or interest to participate on the Council on a regular basis so official student membership on the Council was dropped with the provision that students could come to the Council at any time with their concerns.

MARCY OPEN SCHOOL COUNCIL

Fact Sheet (as of May, 1974)

Founding Date: Fall, 1971

Meetings: open to public
twice per month: one combined staff/Council meeting
one Council only meeting
run informally, with occasional use of formal procedures

Method of Action: consensus of members
votes taken on some matters of debate

Representation: 5 parents (at-large)
5 staff members
principal (ex-officio)
community resource coordinator (ex-officio)
5 alternates, one from each "family" grouping

Selection of Members: all members except ex-officio members are elected by their respective constituency groups to one year terms

Officers: Chairperson, Secretary, Treasurer
elected by Council membership

MARCY OPEN SCHOOL COUNCIL

Composite viewpoint based on interviews with

Bob Steller - Marcy parent
Martha Gerritz - Marcy teacher
Glen Enos - Marcy principal
Timi Stevens - Marcy parent

The Marcy Council has moved away from its original stance as just an "advisory" group and Council members interviewed felt that the Council definitely directed its actions to a wider audience than the principal alone. Council discussion and action has focused on the work of the Marcy teachers, the school's internal evaluation effort, and the Southeast Council, as well as the principal. While the principal still has the legal right to overrule Council decisions, he has never done this and, as Council decisions are made be consensus, the issue of one person having too much power has not arisen.

The agendas for Council meetings are set by a committee consisting of the principal and three other members, but the process is very open for anyone to get a concern placed on the agenda. This is usually done by contacting a Council officer or having a Council member bring the issue up at a meeting. Some problems have arisen when the agendas have gotten too lengthy, and the Council had to re-examine its stance on the kind of issues it felt it could appropriately deal with. Sometimes the Council defers a suggested issue to one of its committees, or a staff member who could work out details and then bring recommendations to the Council. The principal, staff members, parents, students, and indirectly the Southeast Council have all submitted issues to the Council in the past.

A variety of methods are used to keep people informed of the Council's considerations. Information on agendas and minutes are sent home in the students' take home packets, published in the Marcy newsletter, announced in the school's "family" meetings, and are relayed by an informal but extensive telephoning

process. Staff are kept aware through reports on Council business at staff meetings. The Council attempts to engender an attitude that people should take the responsibility for getting their own information once the Council has done all it can to make it available.

People outside the Council provide feedback mostly through contacting Council members by phone. The Council supports a number of committees whose members include many non-Council people to study individual issues. Informal suppers are held before some Council meetings to encourage people to attend. The intensity of input from non-Council people usually depends upon which issues are being discussed. The work of the Council does reach far into the Marcy community, including areas outside the Southeast area as evidenced by the geographic mini-meetings that have been set up to deal with large SEA issues.

The Council members interviewed felt people were generally satisfied with the work of the group, but some problems are present. At one point during the 1973-74 school year a number of people complained that the Council was not really dealing with issues, just talking around them. Some felt that the Council was missing some important issues. Brainstorming sessions were set up and the issues people thought were most important were put on the agendas for the remainder of the year. Some staff members were frustrated at having to deal with certain issues at both Council and staff meetings. There was also a problem felt with the feasibility of students being full-time Council members, and it was decided that student spots on the Council would be left open for those times when they had an issue to bring up. In general members feel that people are very glad the Council is there, but it is sometimes hard to get used to the new concept that the Council represents for the Marcy program.

Council members who were interviewed felt the Council had had a beneficial impact. It is true that the group has gotten bogged down in their business but the Council is respected because the members are felt to take their work

seriously and they make an extensive effort to gather as much relevant information as possible when considering an issue. People said that the experience gained through Council work in how to effectively bring staff and community together to reach decisions was well worth the price of some lack of efficiency. The principal has become comfortable with his role on the Council and is open about sharing information concerning Minneapolis Public Schools and SEA Management Team administrative decisions with the Council. Members interviewed felt that the Council had indeed brought about changes in the school and that all people involved in the Marcy program are affected by the Council's actions.

PRATT/MOTLEY COORDINATING COMMITTEE

Purpose: The Committee serves to help coordinate the continuous progress program between the Pratt and Motley buildings by advising the principal on parent and staff concerns.

History: Before fall, 1971 Pratt and Motley were separate schools. When SEA began that fall and the schools were paired under a common program, it became clear that some mechanism was needed to help insure coordination between the two buildings. The principal and administrative assistant drew up plans for the Coordinating Committee. Elections for the three at-large community member positions were handled by the community liaison for the school and the executive board of the newly combined Pratt and Motley PTA groups.

During the 1973-74 school year, faculty meetings at the two buildings were combined which served to decrease the necessity for having a special Coordinating Committee. However, the Committee continued to provide an easier way to bring parents closer to the decision-making process than the PTA, because of the nature of the PTA's defined role.

PRATT/MOTLEY COORDINATING COMMITTEE
Fact Sheet (as of May, 1974)

Founding Date: Fall, 1971

Meetings: open to public
two per month
run informally

Method of Action: mainly an open forum to air opinions to principal
occasionally recommendations made by consensus

Representation: principal
8 staff members as follows -
coordinators at both schools
counselor
social worker
reading coordinator
math coordinator
staff member from each school

7 parents as follows
community liaison
PTA president
volunteer coordinators at both schools
3 parents at-large

Selection of Members: all members are specified except three parents which are elected by the Pratt/Motley community

Officers: none

PRATT/MOTLEY COORDINATING COMMITTEE

Composite viewpoint based on interviews with

Jere Purple - Pratt/Motley parent
Betty Jo Zander - Pratt/Motley principal
Rachel Levitt - Pratt/Motley parent
Phil LeBeau - Pratt/Motley counselor

The Pratt/Motley Coordinating Committee acts primarily as an advisory group to the principal of the schools. Committee members interviewed also felt that sometimes action was directed to the Pratt/Motley staff as a whole. Also, the work of the group affects the principal's reporting to the SEA director and the MPS administration. Mostly, the Committee deals with day to day school management problems and acts as a sounding board of staff and parent opinion for the principal.

The agenda is made up by the principal but is not restricted to issues she wishes to discuss. Staff and parents can ask members to bring issues to the Committee, or often people just call the principal to request a place on the agenda. The agenda is publicized prior to each meeting.

Information about the work of the Committee is announced through the weekly school newsletter and by word of mouth. Staff representatives usually report to their colleagues during staff meetings.

People outside the Committee give feedback usually by contacting members. Some people don't see the Committee members as having real constituencies.

Rather, they are a group of "concerned people" acting to serve the school by being involved. Thus, if a person wants to convey some feelings to the group, he doesn't think so much in terms of contacting a "representative" but in terms of informally contacting an "active person".

Many people feel that the Committee served a very useful function when it was first organized but now is not as necessary for the schools. Parents are not too aware of the Committee as an official group. As joint staff meetings between the Pratt and Motley faculties have been held regularly this year, staff members tend to see the work of the Committee as a duplication of what is discussed in staff meetings. The buildings no longer have to rely as heavily on the group to be the source of coordination for the two schools.

Even with some of these drawbacks, all of the Committee members interviewed felt the work of the group had been beneficial in the schools' decision-making process. The group has shown tangible results in its discussions of field trip procedures and planning Pratt's outside grounds. It is seen as a useful forum for opinions and has been valuable as an originator of issues to be handled by the Pratt/Motley PTA, which is a larger and more representative group for parents but which doesn't meet often enough to efficiently deal with all new issues at the time they arise. One member pointed out that the joint staff meetings were held on time funded through federal staff development money and were it not for these extra funds, the role of the Committee would be more crucial.

As the continuous progress program will be consolidated into the Pratt building alone for the 1974-75 school year, the program will probably not have nearly as strong a need for a "coordinating body". The chances are good that the Committee will evolve into a formal principal's advisory group.

TUTTLE SCHOOL P.T.A. BOARD

Purpose: The P.T.A. Board acts to facilitate home, school and community communication and interaction by informing school staff about parent and community concerns, raising additional funds for the school's program, and assisting in the recruitment and training of volunteers for the school.

History: Prior to the beginning of SEA in 1971 the principal was the central decision maker for Tuttle, utilizing input from the staff. The parents were not extensively involved in the school's decision-making process. The PTA functioned mostly as a service and social organization. General PTA meetings were usually poorly attended, though special PTA-sponsored events like "open house" and "fun fest" were well attended.

In spring, 1972 the PTA conducted a survey to serve as a guideline for PTA restructuring. The number of general meetings was reduced, grade level meetings and community mini-meetings were initiated, and the existing committees of the PTA were re-examined.

During the two school years 1972-74, the PTA Board has continued to run service and fund raising activities, but also has become much more involved in voicing parent concerns about important SEA issues that affect Tuttle. The Board has also taken part in writing committees that formulated plans for the final years of the SEA project.

TUTTLE SCHOOL P.T.A. BOARD

Fact Sheet (as of May, 1974)

Founding Date: existed prior to Fall, 1971

Meetings: open to public
once per month
run in an organized but informal manner

Method of Action: writing teams produce a document which is voted on for approval
or Board instructs officers to review it for approval

Representation: 18 parents
2 staff members
principal

Selection of Members: 4 officers elected by general PTA membership
chairpersons of 14 committees appointed by officers and ratified by general PTA membership
staff members volunteer and rotate every two months

Officers: President, Vice-President, Secretary, Treasurer
elected by PTA membership

TUTTLE SCHOOL P.T.A. BOARD

Composite viewpoint based on interviews with

Marvin Bunnell - Tuttle parent
Cheryl Biel - Tuttle parent
Art Lakoduk - Tuttle principal
Lois Skinner - Tuttle parent

Members of the PTA Board interviewed felt that the Board directed its actions at a variety of audiences. In some cases the Board advises the Tuttle principal. Other times the Board has expressed concerns to the Minneapolis Board of Education and administrative officers, the SEA director, and local aldermen. The Board also carries out business concering its affiliation with city-wide and national PTA organizations, and sometimes organizes activities independent of other authority.

The Board's agenda is open and anyone who wishes can add items by calling one of the officers prior to a meeting, or by having a Board member bring it up during a meeting. Some agenda items are also initiated by the national PTA

organization through the mail.

Communication of Board actions to those outside the group consists of minutes being sent to each home after every meeting, a weekly PTA newsletter to the community, articles in the SEA newsletter and the local newspaper, community meetings on issues, and a network of phone calling by Board members and parent homeroom representatives. Staff representatives to the Board, who rotate every two months, report back to staff meetings in the school.

Feedback from people to the Board often consists of phone calls to Board members. The Board also makes use of its own surveys and the SEA Parent Opinion Survey to get readings on parent feeling. Mini-meetings in the community and "coffee discussions" at the school one morning a week also provide an opportunity for parents to voice their concerns.

The Board members interviewed all felt that people were very satisfied with the work of the Board. Certainly some parents are more involved than others, and Board membership tends to come from those parents who are most heavily involved with the school. People did show dissatisfaction when an issue concerning the school was disagreeable to them but none of the Board members remembered any occasion when the Board wasn't able to help deal effectively with complaints.

The Board members interviewed all felt that the Board had had a definite impact and that its work had benefitted other decision makers. Communication to the community has improved as have relations with the SEA administration. The agendas have reached the point of being unmanageable because so many issues have been brought before the Board and co-presidents are being considered for 1974-75 to help divide up the increased work load. The Tuttle Board has made a concerted effort to stick to business and the important issues, as well as organizing social and fund raising events. For example, the Board played a crucial role in setting up a well attended meeting on the issue of the four-day school week which resulted in a Board recommendation to district and SEA admin-

istrators that the plan not be implemented at Tuttle.

The Board has proven to be very compatible with the principal and he in turn feels comfortable in openly discussing school, SEA-wide, and district-wide problems with the Board. The large amount of informal communication enables the principal to catch many potential issues before they reach a crisis stage.

The coming of SEA has brought with it many new problems and issues to be considered by the Tuttle community, but Board members feel this has been beneficial in getting people involved in decision-making and has broadened the scope of the PTA Board.

SOUTHEAST FREE SCHOOL GOVERNING BOARD

Purpose: The Governing Board, being a representative group of students, staff, and parents, will participate intensely in making decisions about all aspects of the Free School program, working towards its current goal of, by fall, 1976, taking over all responsibility for program decision making currently held by the Free School principal.

History: The impetus for the creation of the Free School in 1971 came from members of the Southeast community, some more vocal than others. Parents and secondary students provided input into the plan required for funding and pursued the major problem of finding a physical plant for the school. One staff member was designated as head teacher with administrative responsibility but only as co-equal in authority with all other staff.

The older students felt very strongly that they should be in charge of making decisions about the school's operation. The Free School parents questioned this; they wanted to let the students take responsibility for their education, yet they were skeptical about the kinds of decisions that would result if all groups involved in the school were not represented.

During the first few months of the school year lengthy meetings of parents, students, and staff were frequently held at which every aspect of governance and administration was open to free discussion and on-the-spot amendment by vote or consensus of those present.

By the winter of 1972, it became apparent that the school needed more organization and better facilities, so parents set up their own meetings at the school which were attended also by staff and students. Eventually the head teacher became the convener of these meetings and ran them in an open manner. This led to some difficulty in reaching clear-cut decisions and the necessity of ending discussion and making a final decision often fell to the head teacher,

though he had only vague or contested authority to see it carried out.

In the spring, 1972, there was general agreement that Free School required an identifiable governing board representative of student, parent and staff constituencies. A board was elected and began work under an informal charter. This original board was composed of seventeen members, mostly staff and students (including primary age) and four parents. The meetings were more structured and an attempt was made to reach definite decisions through consensus. Sub-committees concentrated on special areas of concern.

The board took the responsibility of making program, staff, and budget proposals for the second year. The first official recognition of the board was probably by the Minneapolis Public Schools personnel office which followed board advice in selecting new staff during the summer of 1972. Around that time the head teacher announced his resignation, and during the summer the board selected a new administrative director for 1972-73. On his arrival, the new director became, in effect, a principal.

Early fall of 1972 saw approval of a written constitution and bylaws for the Governing Board. Elections were held for new Board members, and they began their term with an all-day human relations training event.

It was felt from past experience that primary age students wouldn't be able to function effectively on the Board, so their membership was dropped. However, the bylaws concerning the Board's membership were constructed to ensure representation of this age level through their parents and staff.

By winter of 1972-73, the focus of Board governance was the work of its personnel committee, designing and carrying out staff evaluations, and of the Board as a whole spending many hours reviewing and revising the school's comprehensive plans for 1973-76.

Present: The 1973-74 school year has been a trying one for the Governing Board. Large amounts of time have been spent struggling over determining the exact nature of the Board's role and how that role should be carried out. The Governing Board has set for itself an ambitious task. No other representative body in the entire Minneapolis School system has taken on the intention of eventually taking over the responsibilities for program decision-making usually held by a principal. The enormity and seriousness of the task have produced the kinds of problems that other groups have never had to face.

To get help in dealing with these problems the Governing Board requested that the school's internal evaluator carry out an evaluation of the Board that could be used in a formative sense for improving the effectiveness of the Board. This evaluation has been carried out during 1973-74 and for this reason the author of this report did not further burden Board members with extra interviews for the purpose of getting people's reaction to the work of the Board.

Anyone desiring further information on the Governing Board's work for the 1973-74 school year should contact the Board about the findings of their own evaluation.

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SOUTHEAST FREE SCHOOL GOVERNING BOARD

Fact Sheet (as of May, 1974)

Founding Date: Spring, 1971

Meetings: open to public
two to four per month
run informally

Method of Action: consensus of members

Representation: each of the age groupings (primary, middle, secondary) gets one representative for each 12 students enrolled in it
each age grouping is represented by staff members, parents, or students with no quotas set on the make-up of each age group's delegation
principal (non-voting)

Selection of Members: all members except principal are elected by their age grouping constituencies to one year terms

Officers: Chairperson, elected by Board membership
rotating secretary

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MARSHALL-U HIGH SCHOOL PRINCIPAL'S ADVISORY COUNCIL

Purpose: The Advisory Council has as its basic purpose the promotion of the educational welfare of the students enrolled in Marshall-U High School. The principal may seek from the Advisory Council, and the Council may counsel and make, recommendations to him in the formulation of school priorities on program, budget, and personnel. The role of the Council is deemed to specifically exclude operational decision-making.

History: When Marshall High School and University High School merged in 1968, a Policy Board was established to bring together representatives from the University of Minnesota, Minneapolis Public School staff at Marshall, and members of the community to make decisions about the new Marshall-University High School program. Over the first few years of the merger the Policy Board found it difficult to live up to this original intention. The group was useful as an open forum for concerns to be discussed, but the balance of power swung to the public school staff and the Policy Board found itself more in an advisory role to the Marshall-U administration than in a policy making role.

At first, people in the community thought that the Policy Board was responsible for decisions being made, some of them unpopular ones. But after a few years it became clear that the Board did not wield much power. The Board fell into a sort of "figure head" role during the first year of the Southeast Alternatives program. As people in the community began to turn to the newly formed SEA-wide Southeast Council with their concerns, the Policy Board waited for an imminent reorganization in the Marshall-U governance situation.

In 1972, the contract between the University and the School District was redrafted, and the University, not wishing to be a part of determining policy for the neighborhood school, was content to let the Policy Board disband.

During the 1972-73 school year, planning took place for a representative group to be involved in the governance process at Marshall-U that would be more boardly based than the existing PTSA organization. An ad hoc committee made up of the principal and chairpersons of the school's faculty, student, and parent groups worked out drafts for such a group which were brought back to the various groups for their approval.

In June, 1973 a final proposal was submitted to the SEA director. This was approved in October, 1973 by the Southeast Council and the new Principal's Advisory Council began meeting in the winter of 1974.

Present: The evaluator feels that the MUHS Advisory Council hasn't been in operation long enough for members to have formed judgments about the Council's effectiveness. However, since the group exists to advise the school's principal, he was interviewed concerning his feelings about the Council at this time. From this, three important points were stressed:

1) The role of the Council is different from that of the school's PTSA organization. The Council brings together people from a variety of groups including staff as well as parents and students, and gets them involved in dealing with issues before decisions are made. The PTSA is one group represented on the Council and its main function is to facilitate communication between the community and decision makers, often communicating decisions after they have been made. This, along with fund raising and other school support activitiesm, make the PTSA valuable to the school in a role that isn't as directly involved in making decisions, outside of their representation on the Advisory Council.

2) The Council was designed with the explicit intention of including people from as many different backgrounds as possible. This is partially reflected in the fact that 8 out of 18 Council members for 1973-74 are members of racial minority groups.

3) Although the Council has not had time at this point to deal with too many issues, the effects of the group are already being felt because of the diverse nature of the members. Discussions have focussed on important issues to the school and have been lively. One issue that that the Council has already acted on was making recommendations to the SEA Internal Evaluation Team concerning items on the 1974 SEA Parent Survey for MUHS parents. These recommendations insured that data from the survey concerning Marshall-U would be relevant to the major issues at the school.

MARSHALL-U HIGH SCHOOL PRINCIPAL'S ADVISORY COUNCIL

Fact Sheet (as of May, 1974)

Founding Date: proposal completed Spring, 1973
began operation Winter, 1974

Meetings: open to public
once per month
run informally, with formal procedures used for recommendations

Method of Action: votes taken on recommendations

Representation: principal
3 faculty members, as follows-
2 from MUHS Faculty Council
1 from MUHS Department Chairmen Council
3 students from the MUHS Student Senate
11 parents, as follows-
4 from MUHS PTSA
1 who has a child in the Special Education program
2 parents of minority students who attend Marshall-U through the MPS Intergroup Education program
4 others of principal's choice
1 non-certificated employee of MUHS

Selection of Members: representatives from the Faculty Council, Dept. Chairmen Council, Student Senate, PTSA, and non-certificated employees are chosen by their respective groups either through election or appointment
principal appoints four parents at his discretion
MPS Dept. of Intergroup Education recommends two minority parents

Officers: President, Vice-President, Secretary
elected by Council membership

SOUTHEAST COMMUNITY EDUCATIONAL COUNCIL

Purpose: The Southeast Council gives leadership to the development, maintenance, and evaluation of a comprehensive educational program for the public schools in Southeast. The Council is an expression of community involvement in school affairs and emphasizes the strong advisory role teachers and parents have a right to have in their public schools. While expected to operate within all legal policies of the Minneapolis Board of Education, the Council serves in an advisory role to the SEA director, with the director having the authority to accept or reject the Council's recommendations.

History: The original plan for SEA contained an explicit provision for a temporary Steering Committee to meet regularly with the SEA director to begin the project while a more permanent council was being established. This Committee was formed during the 1971-72 school year and later in the year was discontinued as the Minneapolis superintendents approved the creation of a strong advisory group to the SEA director, namely the Southeast Council. After several months of discussions, the Council's constitution was approved in May, 1972 with the support of the Minneapolis Public Schools Superintendent's Cabinet.

SOUTHEAST COMMUNITY EDUCATIONAL COUNCIL

Fact Sheet (as of May, 1974)

Founding Date: Spring, 1972

Meetings: open to public
monthly and as called
parliamentary procedure used

Method of Action: voting

Representation: SEA Director
one member from each of the following groups -
Tuttle faculty
Tuttle PTA
Pratt/Motley faculty (2 members)
Pratt/Motley PTA
Marcy faculty
Marcy Open School Council
Free School faculty
Free School Governing Board
Marshall-U Transitional Team
Marshall-U Sr. High faculty
Marshall-U PTSA
Marshall-U Principal's Advisory Council
Marshall-U Sr. High Student Senate
Southeast Minneapolis Planning and Coordinating Committee
Van Cleve Community Park

Selection of Members: all members except the SEA director are selected by their constituencies either by election or appointment (as determined by each constituent group) for one year members are ratified each year by the Minneapolis Board of Education

Officers: President, Vice-President, Secretary
elected by Council membership annually

SOUTHEAST COMMUNITY EDUCATIONAL COUNCIL

Composite viewpoint based on interviews with

Barbara Kydd - Pratt/Motley teacher
Timi Stevens - Marcy parent
Les Twedell - Marshall-U High teacher
James Kent - Southeast Alternatives director
Nancy Mooers - Tuttle teacher
Mark Starr - Marshall-U High student

All Southeast Council members interviewed saw the main function of the Council to be as it is described in the group's constitution: to act as an

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advisory group to the SEA director. Some people, however, noted instances in which the Council has directed its actions to others. The Council has considered the ways in which the Internal Evaluation Team might best present evaluation findings to the group. It discussed the development of parent involvement in governance at Marshall-U High when that school was forming its own Advisory Council. Southeast Council discussion of the issue of reorganizing the SEA schools for the 1974-75 school year affected the planning at each school. One person believed that the Council in essence directed its actions to everyone in SEA by acting as a vehicle for bringing all the schools together so that people could know what was happening in other parts of SEA besides their own.

An agenda committee made up of the Council officers and the SEA director sets the agenda for each Council meeting. While this procedure gives the members of this committee a certain amount of power over what gets discussed at meetings, all people interviewed felt the agenda was always open to anyone who wanted to bring an issue before the group. These issues are either communicated directly to the Council officers or else a Council member can introduce a new issue during a meeting. During the past year the Council has established verbal reports from the SEA director and the Internal Evaluation Team as continuing agenda items to keep Council members infomred of new information available.

As Council members each represent a constituency, the reporting of Council business and actions is mostly carried out through members reporting back to their groups. Staff members on the Council give reports at the staff meetings in their school and community members report at their school council meetings. The student representative gives reports to the Marshall-U High student senate. Minutes of each Council meeting are sent to all Council members and to all SEA staff members, though some Council members said their copies sometimes arrived late or not at all. Council meetings are advertised widely through bulletins and articles in the SEA and individual school newsletters.

People outside the Council communicate their opinions and concerns directly

through Council members, and the SEA director keeps in constant contact with Council officers. Some Council members felt that the people they represented in the schools weren't overly interested in what the Council was doing and thus provided little feedback to be communicated at Council meetings. One person felt that some Council members mostly represented themselves because their constituencies didn't express much interest.

The feedback that Council members do get has been varied. Some people outside the Council see the group as very useful in its role of creating a unified Southeast-wide feeling. This also has its drawbacks because people tend to be less interested in project-wide considerations than in issues at their individual schools. Many people still do not have a clear understanding of the role of the Council and what influence the Council can have on issues. Some see the Council as merely a figure head organization which doesn't have much affect on decisions made by the SEA director. Some schools, however, take an active interest in the Council's business and use the Council as a sounding board for the school's viewpoints on project-wide issues that affect the school.

Most of the Council members themselves who were interviewed believed that Council has had more impact than is generally assumed. The Council has played a significant role in a number of areas: the establishment of the SEA Teacher Center; the large-scale planning effort for SEA's 1973-76 program, the Superintendent's decision to delay the incorporation of SEA into another of the district's administrative areas; recommending program priorities for the Marshall-U Transitional Program and for SEA internal evaluation activities; establishing Southeast Council member observers at SEA Management Team meetings; establishing a procedure for evaluating the SEA director which helped stimulate schools to set up evaluations for their own administrators; and participating in the hiring of new school and K-12 program administrators. As has already been mentioned, the Council serves an important communication function as well.

One problem that has resulted from this increased involvement in the decision making process is that some Council members now find it hard to remain comfortable in just an advisory role. They find it harder to accept the idea that the director has the right to follow or reject a Council recommendation. One member felt that since SEA was an experimental program, some experimenting should be done with letting the Council make independent decisions. The experience of the Southeast Council clearly illustrates both the benefits and difficulties of increasing people's participation in the governance process.

COMPARISON OF ISSUES HANDLED BY EACH GROUP

The following section describes the types of issues discussed or acted upon by the different advisory/governance groups. This kind of information is useful in two ways. First, it elaborates on the description of each group by indicating the nature of the business they handle. Second, an important part of decentralizing governance is not just the establishment of representative groups, but that these groups handle issues which are important to the people represented.

One way to determine which issues are important is to examine the major intents that have been established for the Southeast Alternatives program in general, and that were established for the governance of each of the SEA schools, in the 1971-76 SEA Comprehensive Plan. Theoretically, these intents were generated from input of parents and staff and represent the major areas in which decision making takes place, or important charges given to the advisory/governance groups.

The information in this section will focus on the types of issues considered by each group and to which major intents at both the school and SEA-wide level these issues were related.

The data comes from a tally of issues discussed as described in selected minutes of meetings held during the 1972-73 and 1973-74 school years by each group, and from the recollections of group members interviewed of which kinds of issues were discussed. There are some important limitations on this type of data. First, the minutes of only some meetings were examined and some group work is done outside meetings; thus some business carried out by a particular group may not show up on the tally. Second, it is impossible to tell from this method how much time was spent on an issue, which would give some indication of its importance. Third, people's memories are not completely reliable,

though in general they probably do remember the more important issues over those of lesser impact. Finally, the categorizing of issues by the major intents to which they are related was subject to the disgression of the evaluator.

Because of these limitations, the data has been interpretated and reported only in the most general way with no attempt made to refer to specific quantities. The actual issue tally sheets for each group are included in Appendix B.

The following analysis includes for each group four separate breakdowns:

1) the emphasis placed on the individual school's issues compared with that placed on CEA-wide issues

2) the emphasis placed on different types of issues as follows -

   a) program planning

   b) procedures for implementing programs or simply "running the school"

   c) budgeting

   d) personnel, including volunteers

3) the emphasis placed on issues relating to the major intents of Southeast Alternatives

4) the emphasis placed on issues relating to the major intents for governance at the school

News announcements found in group minutes were not tallied, nor were the groups' own minor internal business items.

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Emphasis Placed on Different Types of Issues by SEA Advisory/Governance Groups

	Type of Issue	Marcy Council	Pratt/Motley Coordinating Committee	Tuttle PTA Board	Free School Governing Board	Southeast Council
	SEA-wide Issues	some	some	some	little	ALL
	School Issues	a lot	a lot	a lot	a lot	--
	Program Planning Issues	a lot	some	a lot	a lot	a lot
	Procedural Issues	a lot	a lot	a lot	a lot	a lot
	Budget Issues	some	little	some	some	some
	Personnel Issues	some	little	little	a lot	some
Issues Related To Major Intents of the SEA Program	Issues Related To Offering Alternatives	a lot	little	some	some	some
	Issues Related To Decentralizing Governance	some	some	some	a lot	a lot
	Issues Related to Increasing Community Involvement	some	some	some	a lot	some
	Issues Related To Increasing Age-Level Articulation	a lot	little	little	little	some

Emphasis Placed on Different Charges Given to SEA Advisory/Governance Groups in the 1971-76 SEA Comprehensive Plan

Marcy Program Charges To Marcy Council (from Plan, pp. 180-1)

Review and revise school goals	- little
Enhance communication in school and to community	- some
Develop process skills for Council and community	- little
Assist in evaluation of programs	- a lot
Assist in information dissemination about school program	- little

Pratt/Motley Charges to Groups Such As the Pratt/Motley Coordinating Committee (from Plan, pp. 32-33)

Take part in personnel decisions	- little
Take part in budget decisions	- little
Evaluate effectiveness of school programs	- some
Provide training in decision-making for school staff and community	- little

Tuttle Program Charges for Governance, Including the Tuttle PTA Board (from Plan, p. 91)

Provide training in decision-making	- little
Secure human and financial resources for the school	- a lot
Increase community communication to the principal	- some
Present advice on personnel decisions	- little

Free School Program Charges To Free School Governing Board (from Plan, p. 313)

Testing different models of representation	- some
Facilitate communication in school and community	- little
Provide training in planning and decision-making	- little

Review Minneapolis Public Schools policy as to how it affects the Free School - little

Facilitate volunteers' participation in decision-making - little

Train future Board members - little

Establish committees to review aspects of school program - some

Communicate with governance bodies of other free schools - little

Southeast Alternatives Program Charges to Southeast Council (from Plan, p. 22)

Take part in recruiting and interviewing candidates for K-12 staff administrative positions - some

Annually assess director's performance - some

Recommend candidates for community education programs and act as a community education council - little

Review evaluation efforts in SEA and from this make recommendations concerning the allocation of human and financial resources in SEA - little

Monitor and review progress towards SEA objectives - little

Act as an information clearing house and community sounding board - little

Hold public hearings on project issues - little

It might be noted that in general, the groups have not placed great emphasis on the governance charges laid out for their respective programs in the 1971-76 SEA Comprehensive Plan. However, their time has been spent on important issues, some of which were undoubtedly not foreseen when the Plan was written, as evidenced by the fact that all groups spent more than a little time on issues relating to the major intents of the Southeast Alternatives program. (see page 33).

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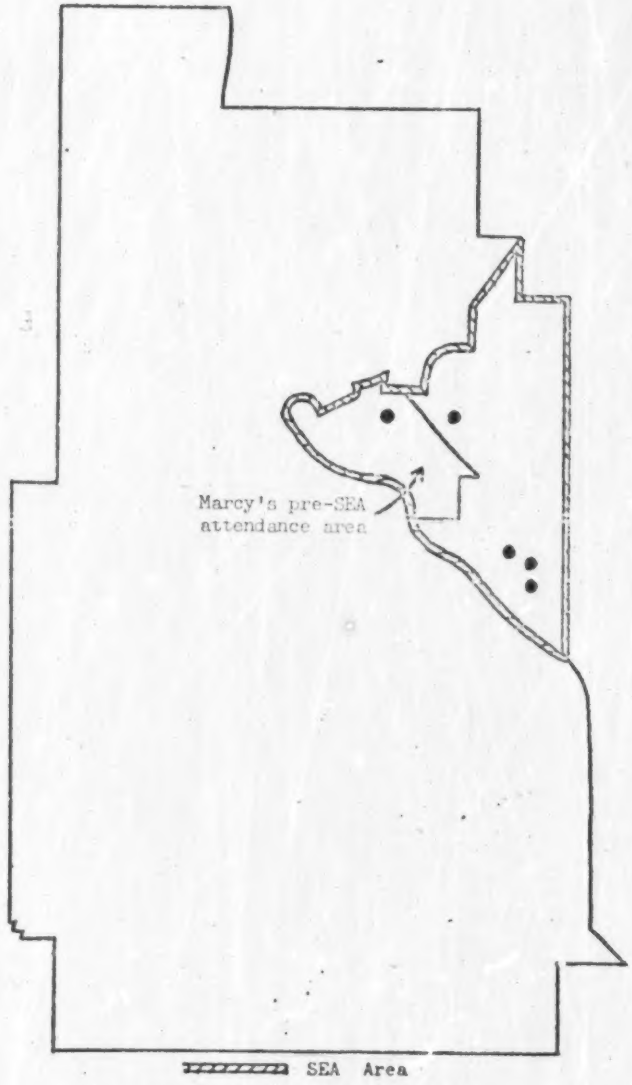
COMPARISON OF COMMUNITY MEMBERSHIP RESIDENCE OF EACH GROUP

Another important part of decentralizing governance is involving different kinds of people in the decision-making process. The SEA program established open choice of enrollment for the families in the Southeast area and some families outside the Southeast area. Thus, one indication of the extent to which different kinds of people are becominginvolved in governance is to determine whether people who live outside of a program's pre-SEA attendance boundaries have become members of the advisory/governance group for the program.

The maps in this section show the residences of the official parent and student members for each of the groups. Alternate members are not included though it should be noted that alternates are often very active in the affairs of the groups they serve.



Map of Minneapolis Public School District
Showing Residences of Parent Members
on the Marcy Open School Council

Map of Minneapolis Public School District
Showing Residences of Parent Members
on the Pratt/Motley Coordinating Committee

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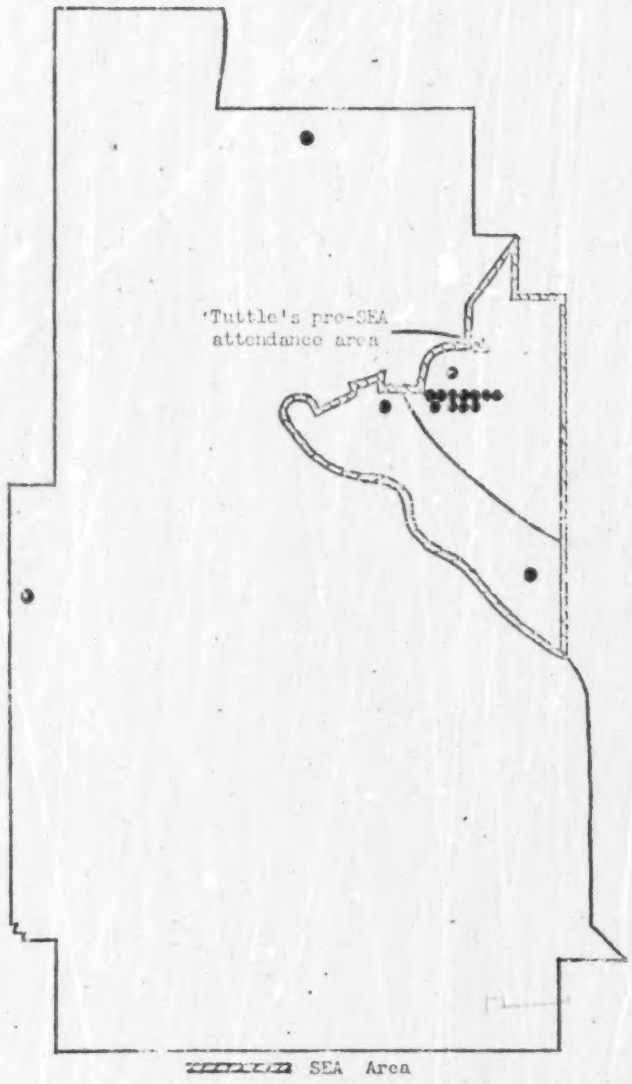
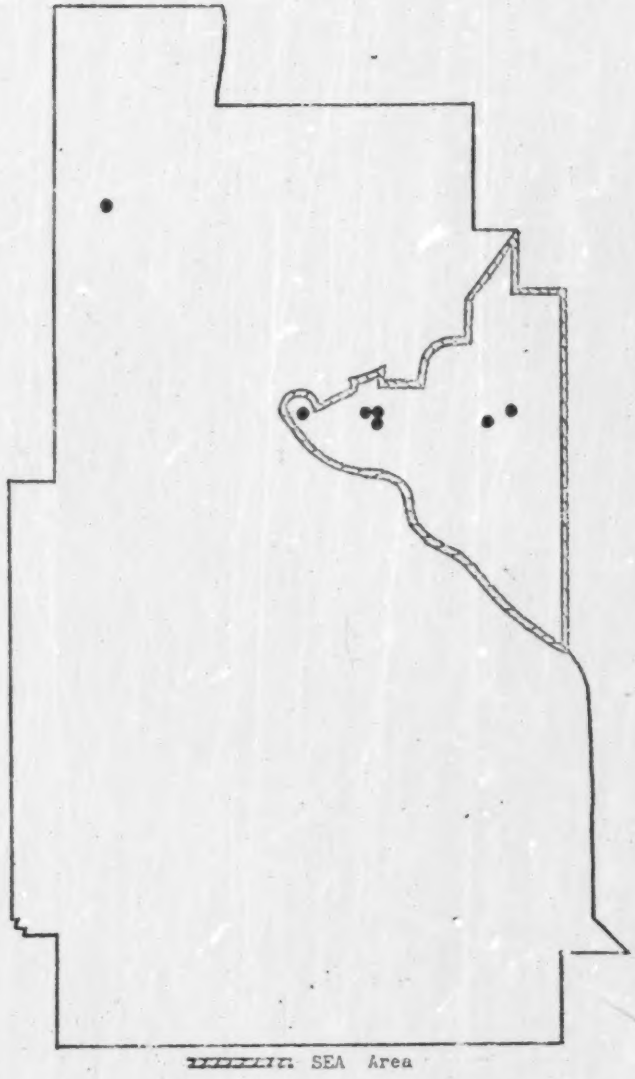


Map of Minneapolis Public School District
Showing Residences of Parent Members
on the Tuttle School PTA Board



Map of Minneapolis Public School District
Showing Residences of Parent and Student Members
on the Southeast Free School Governing Board

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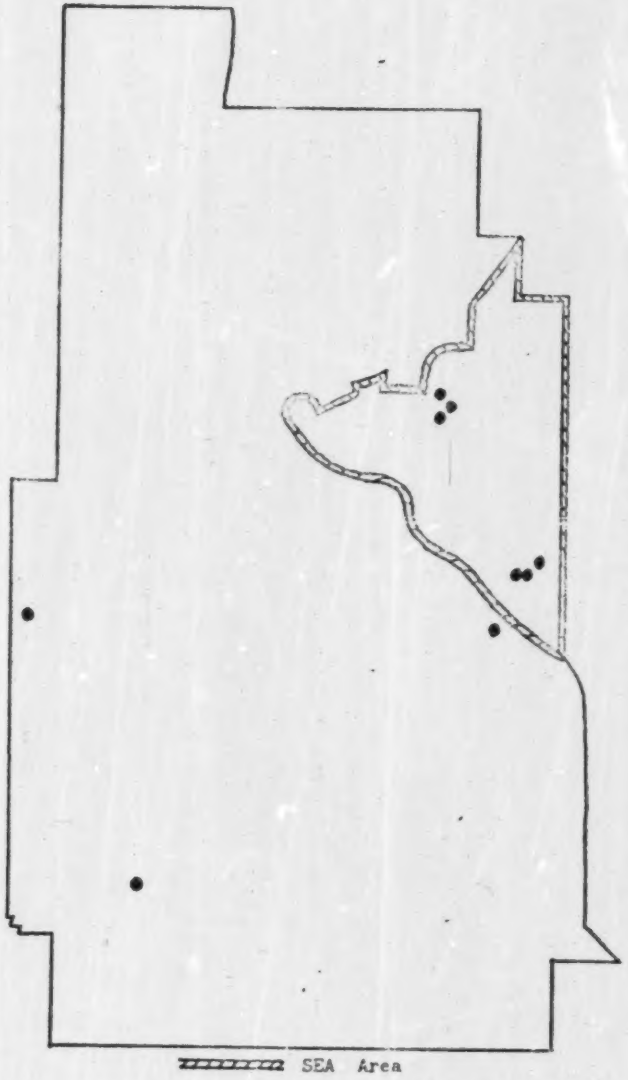
Map of Minneapolis Public School District
Showing Residences of Parent and Student Members
on the Marshall-University High School
Principal's Advisory Council



Map of Minneapolis Public School District
Showing Residences of Parent and Student Members
Southeast Community Educational Council

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APPENDIX A

QUESTIONS USED IN INTERVIEWS OF GROUP MEMBERS

1) To whom does the group actually direct its actions?

2) How are items and issues given to the group to deal with?

3) How does the group keep constituents informed of its actions?

4) How does the group get feedback from its constituents?

5) How would you characterize people's reaction to the work of the group?

6) Are you satisfied that the group's work is beneficial to whomever its actions are directed?

7) What issues, in your recollection, has the group tended to deal with?

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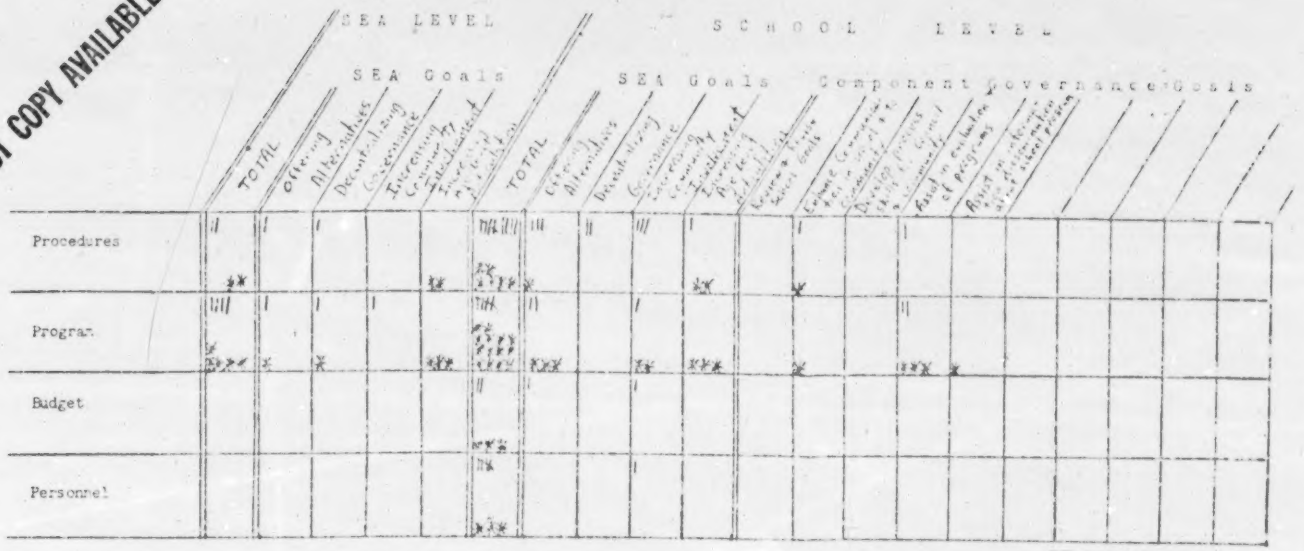
GROUP: Marcy Open School Council



Date of Meeting Minutes Used

2/25/74	1/28/74	10/8/73	8/22/73	4/11/73	4/28/73	3/14/73	2/22/73
1/16/73	11/16/72						

Key to each cell

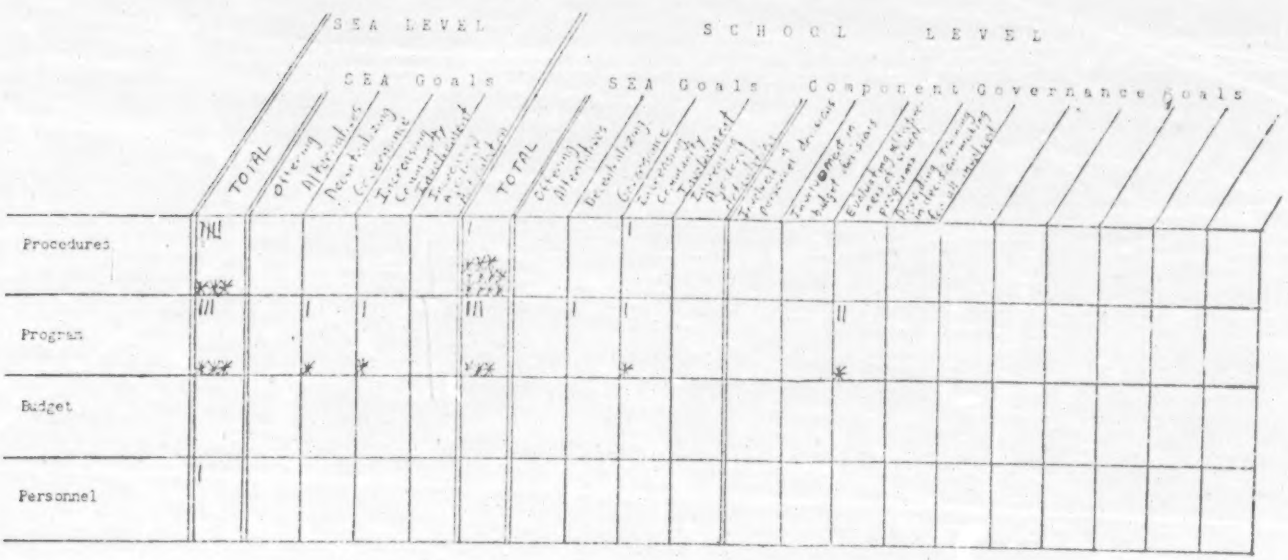
counted in minutes → |||| |

emphasized in interview → * *

Interviews Used

Date	Person Interviewed
5/73	Bob Stellar
5/73	Martha Gerritz
5/73	Glen Enos
5/73	Timi Stevens

GROUP: Pratt/Motley Coordinating Committee



Date of Meeting Minutes Used (Notes from External Evaluation Team Observation)

11/29/72	12/6/73	1/21/74	2/7/74	3/28/74			

Key to each cell

counted in minutes → |||| |

emphasized in interview → * *

Interviews Used

Date	Person Interviewed
5/73	Jere Purple
5/73	Betty Jo Zander
5/73	Rachel Levitt
5/73	Phil LeBeau

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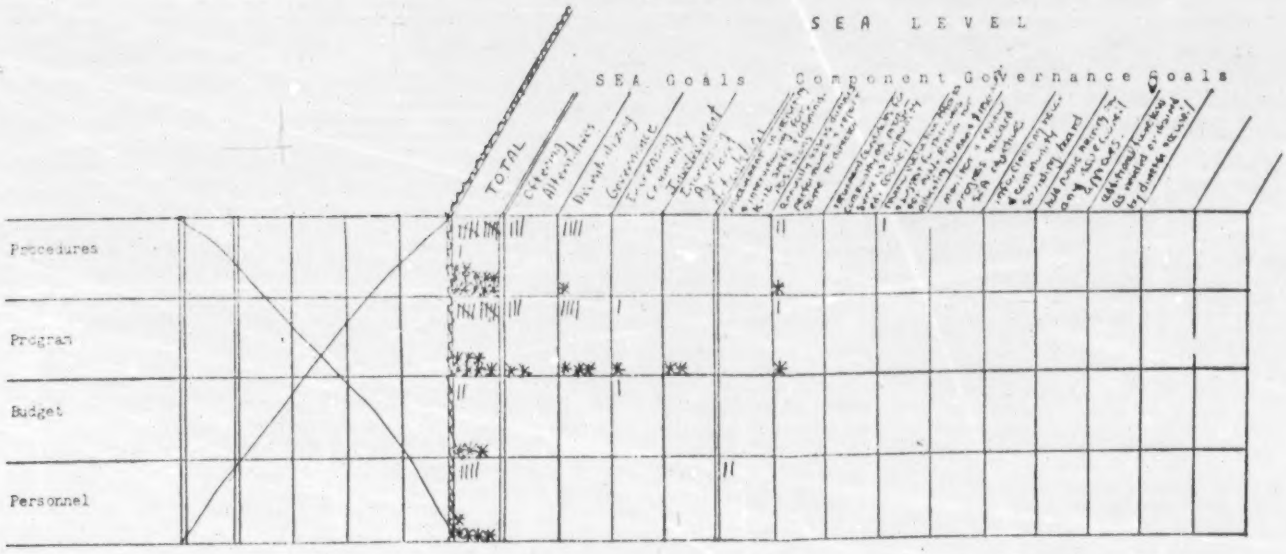
APPENDIX B

TALLY SHEETS OF ISSUES HANDLED BY EACH GROUP

Note: These sheets were used to record issues handled by each group as recorded in minutes of meetings and as remembered by group members interviewed. Each time an issue was mentioned it was recorded in either the total column for an SEA level issue or a school level issue. Then a mark was placed for each goal that the issue was related to, though some issues weren't related to any of the goals.

GROUP: Southeast Community Educational Council



Date of Meeting Minutes Used

3/11/74		12/10/73	11/13/73	10/4/73	9/0/73	6/12/73	5/14/73

Key to each cell

counted in minutes → 𝍸 I

emphasized in interview → * *

Interviews Used

Date	Person Interviewed
5/73	Barbara Kydd
5/73	Timi Stevens
5/73	Les Twedell
5/73	James Kent
5/73	Nancy Mooers
5/73	Mark Starr

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GROUP: Tuttle PTA Board

	SEA LEVEL							SCHOOL LEVEL																
		SEA Goals							SEA Goals					Component Governance Goals										
	TOTAL	Offering Alternatives	Decentralizing	Governance	Increasing Community Involvement	Increasing Parent Involvement	TOTAL	Offering Alternatives	Decentralizing	Governance	Increasing Community Involvement	Increasing Parent Involvement	Participating in planning & decision making	Reviewing PTA policies & programs	Collecting opinions of members & non-members	Informing community of PTA activities	Informing community of school activities	Informing Principal of PTA decisions						
Procedures	III		*				IIII III			III			IIII	II										
Program	IIII I	I		I			IIII III						IIII I											
Budget	*						IIII																	
Personnel																								

Date of Meeting Minutes Used

2/14/74	1/7/74	12/3/73	11/5/73	10/1/73	9/27/73	4/2/73	1/8/73

Key to each cell

counted in minutes → IIII I

emphasized in interview → * *

Interviews Used

Date	Person Interviewed
5/73	Marvin Bunnell
5/73	Cheryl Biel
5/73	Art Lakoduk
5/73	Lois Skinner

GROUP: Free School Governing Board

	SEA LEVEL							SCHOOL LEVEL																
		SEA Goals							SEA Goals					Component Governance Goals										
	TOTAL	Offering Alternatives	Decentralizing	Governance	Increasing Community Involvement	Increasing Parent Involvement	TOTAL	Offering Alternatives	Decentralizing	Governance	Increasing Community Involvement	Increasing Parent Involvement	Participating in planning & decision making	Reviewing PTA policies & programs	Collecting opinions of members & non-members	Informing community of PTA activities	Informing community of school activities	Informing Principal of PTA decisions						
Procedures	IIII III							III	IIII						II									
Program	IIII IIII						II	II	III															
Budget	IIII																							
Personnel	IIII II							I	I															

Interview Notes Used

	Staff	Parent	Parent	Sec Stud	H.S Stud	M.S Stud	Parent	Parent
YR. served	73-74	71-73	73-74	71-73	73-74	72-73	72-73	73-74
	Staff 73-74							

Mentioned in interview notes → IIII I

Key to each cell